Study Flow: Moderator Guide

Introduction

Thank you for being here, we appreciate your feedback and are excited to speak with you today.

- Confidentiality
    - Everything you share with us is confidential and remains within StrongMind. We do not share this information with your coworkers or supervisor. If we report findings to members outside of the Research or Product team, we aggregate results so your name is not tied to the information.
- Observation Team, Recording, and Equipment
    - We are live streaming our interview to an observation team. They are interested in hearing what you have to say as well. They might ask additional questions during this session.
    - We are also recording the video and audio stream. This is so we can go back and review things you said. We may also use clips of the recording when we report our findings to the product team. We don't share these videos otherwise. Are you OK with us recording the session?
- Anything you share with us will be used to inform our product development team.
- Please be honest during the session, we are interested in the things that work well and the things that don't work well. You won't hurt anyone's feelings by being honest. Our goal is to improve products and make your work life easier, the only way we can do that is by truly understanding what is going on.

Purpose

The purpose of this session is to talk about your workflow and task goals when grading student assignments within a course. I'm interested in learning about your grading process, that includes the information you need, the actions you do and the thoughts and decisions you make when grading a student assignment. I know grading processes may differ depending on assignment type (discussion, projects, project steps), student or individual grading preferences but we'll walk through these differences.

Process

Today's session will be more of a conversation. I'll start by asking you some questions to help direct out conversation, but you'll be doing most of the talking. I'm really seeking to understand your workflow, task goals, and the things you think about and decisions you make when grading a student submission. Therefore, a lot of my questions will be "why". I will also be taking notes while you are talking, so I don't miss anything in our conversation. The LMS/Courseware will be available if you feel like you need to show me something or walk through the system. **Do you have any question?**

Screener Survey Review

- Must be a teacher that works for one of our clients.
- Must be a teacher that had taught multiple students or have experience grading multiple student assignments.
    - *Ex. A teacher could be teaching a course with multiple students or they could be teaching multiple courses with one student in each course. Therefore, grading multiple student submissions throughout the course.*
- They must be willing to complete a full testing session without interruptions
- Teachers of any discipline are able to participate if they meet the criteria above.
- Rate your level of agreement towards these statements (1 Strongly Disagree, 7 Strongly Agree)
    - My grading process is very similar to my colleagues.
    - My grading process is efficient.
    - My grading process has not changed in the past 6 months.
    - I am want to change my grading process.
    - I am willing to consider changing my grading process.
    - Typically, how much time do you spend grading per day?
        - Slider 0%-100%

- Task 1: Grade Discussions
- Task 2: Grade Projects
- Task 3: Grade Project steps

Identify teacher workflows for grading student submissions within SpeedGrader
1. What is your process, step by step, for grading pending items?
    o When do you know you have to grade something?

        - *Alt question rephrased: What prompts the task to be started?*

        - *Are you notified? How frequently are you notified?*

        - *Is this different for discussions, projects, or project steps?*

    o What do you do after you know you have to grade something?

        - *How do you start grading?*

        - *Where do you go in the system to start grading? Why? Are there other places you go to start grading?*

    o How do you decide what to grade?

        - *Are you prioritizing grading within specific criteria? And why?*

        - *What information are you using to make this decision?*

- ▪ *Are there certain pieces of information that helps you make these decision? And if so, what are they?*
  - o How do you grade student submissions?
    - ▪ *How/where is the task performed?*
    - ▪ *What information are you using to make grading decisions?*
    - ▪ *Are there certain pieces of information that helps you make these decisions? And if so, what are they? And why do you use it?*
    - ▪ *How do you use this information to make a grading decision?*
    - ▪ *What criteria do you use to grade?*
    - ▪ *Where does this criterion come from?*
  - o What do you do when you are finished grading a student submission?
    - ▪ *Where do you go to submit grade?*

2. Identify teacher task goals when they are grading a student submission
   - o What are your goals when grading (Discussion/Project)?
     - ▪ *Ex. Efficiency, effectivity, consistency, constructive feedback, etc.*
     - ▪ *Are there specific items you want to check off your grading to-do list when grading an assignment?*
   - o Where do these goals come from? Or How were they formed?
   - o Why are these your goals when grading?

Major questions we want to ask

THE OVERARCHING QUESTION
- • What is your process, step by step, for grading pending items?
  - o What parts of the system/s are you using as you move through your grading process?
  - o What is the criteria for knowing when you have finished grading a single student submission?

1. What are the circumstances that lead to you choosing to grade assignments?
   a. What factors are you considering when choosing to grade one submission type over another?
   b. How do you prepare for this process if at all?

2. What details/information do you need to evaluate a student submission?
    a. Do you use any kind of rubric?
    b. How do you decide to leave feedback?
        i. When you leave feedback, when do you know the feedback is sufficient?
3. What kinds things might you do after you have provided one student a grade?
    a. Leave notes, allow 2nd attempt, sending emails, making a phone call, move to the next student, etc.